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ABSTRACT

The Regional Interstate Planning Project (RIPP) is composed of representatives from ten state departments of education who meet periodically to discuss topical educational issues of general concern. RIPP member states include Idaho, Montana, Wyoming, Nevada, Utah, Colorado, Arizona, New Mexico, Texas, and Oklahoma. This particular booklet reports on a RIPP seminar on community education, which was held August 12-14, 1974 in Boise, Idaho. The report consists mainly of edited transcripts of various presentations made at the seminar, including discussions of current trends in community education, legislative attitudes toward community education in Utah and Colorado, federal legislation relevant to community education, the role of the state education agency in community education, the responsibilities of local school districts in community education, and community education viewpoints in Texas, Colorado, Utah, Idaho, Michigan, and Nevada. (JG)

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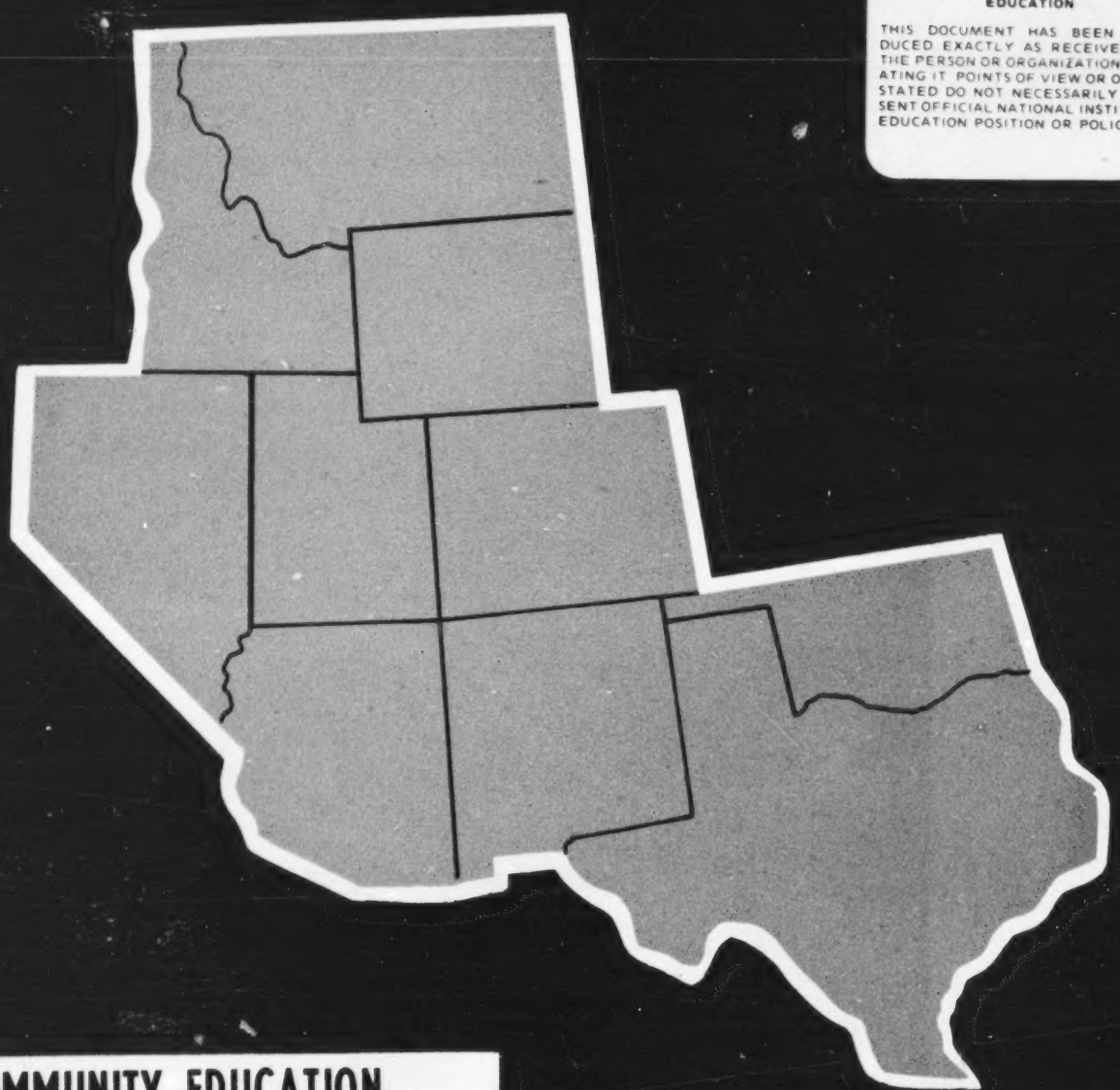
REGIONAL INTERSTATE PLANNING PROJECT PROGRAM . . .

VOL. 1



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COMMUNITY EDUCATION . . .

EA 009 746

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REGIONAL INTERSTATE PROJECT PROGRAM

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An ESEA Title 5, Section 505, Project

REGIONAL INTERSTATE PLANNING PROJECT

COMMUNITY EDUCATION SEMINAR

Boise, Idaho

August 12-14, 1974

BEST COPY AVAILABLE

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FOREWORD

What is this concept we call Community Education? The Community Education Concept does not have an agreed on definition among educators. What is the role of the State Department of Education in Community Education? What is the responsibility of the local school district to offer Community Education? Do the Universities and Community Colleges have a role and function in Community Education? There are many questions in the minds of people from all walks of life. Yet, when Dr. Terrell H. Bell, U. S. Commissioner of Education, was asked about Community Education while a practicing Superintendent of a school district, he made the following statement:

> *Community Education is one of our top five priorities. In fact, if I, as Superintendent, could have only one priority, I would focus on the Community School program because I believe it is the key to all of the others.*

State and local school boards and school administrators are searching for solutions to solve lingering and new problems; yet, what alternatives have been explored beyond the existing elementary and secondary school organizational structure? What open-armed overture is made between the educational establishments within the communities and other governmental and private resources to solve community problems?

The Planning Committee members from the ten participating states ask themselves these same questions and many more. For answers to many of our questions, we brought together people involved in Community Education programs in several different roles. We got a lot of answers, and we have some new questions.

This report is not a complete model for Community Education, and it was never meant to be. However, it will give you a base from which to start. Every community school district and state have differences in governance, financial structure, etc. The real opportunity is at the local school with the local board in helping people attain self-renewal.

My thanks to Dr. Verl Snyder from the U.S.O.E. for his help with the project, the State Coordinators for their interest and effort, to the presentors at the Conference, and to all the participants who attended. A special thanks to Dr. Jake Huber, Workshop Correspondent, for his efforts regarding this report.

LaMar LeFevre, Director
Regional Interstate Planning Project
Nevada State Department of Education
4055 South Spencer, Suite 234
Las Vegas, Nevada 89109
(702) 385-0191

INTRODUCTION

The purpose of the Regional Interstate Planning Project has been to make arrangements for the ten Western States to meet periodically and discuss new or topical issues of general concern. The last RIPP meeting was held August 12-14, 1974 in Boise, Idaho, to discuss the concept and practices of community education.

The Chairman of RIPP, Mr. Lamar LeFevre, who is Assistant Superintendent of Public Instruction in the Nevada State Department of Education, is to be commended for having organized this conference in such an interesting and effective manner.

During the process of transcribing, editing, and compiling this report of the RIPP proceedings, we, the editors, have attempted to keep the material both brief and informative. Despite the necessity for continual compromise, we hope that we have attained both goals and that we have provided you with a useful record of many thoughtful discussions.

Listed below are two future community education conferences which members of RIPP may be interested in attending.

Dr. Jake Huber, Co-Editor
Dr. Evalyn Dearmin, Co-Editor

Research and Educational Planning Center
Room 201
College of Education
University of Nevada, Reno
Reno, Nevada 89507
(702)784-4851

ANNOUNCEMENT

FORTHCOMING CONFERENCES ON COMMUNITY EDUCATION

National Community Education Conference

Hilton Hotel
San Francisco, California

December 4-6, 1974

For information, contact:

Dr. Tony Carillo, Director
Community Education Center
School of Education, Room 219
University of California at San Jose
San Jose, California 95114

Phone: 408/277-3313

International Bi-Lingual Conference on Community Education

April 1, 2, and 3, 1975

April 1st: New Mexico State University
Las Cruces, New Mexico
April 2nd: Juarez, Mexico
April 3rd: Texas University
El Paso, Texas

For information, contact:

Dr. Obidiah Harris, Director
Community Education Center
New Mexico State University
Las Cruces, New Mexico 88003

Phone: 505/646-3825

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MESSAGES

Regret that I cannot join you and your fellow educators at the Symposium on Community Education, but I hope you will extend my best wishes to all who attend. As you know, I've been working to obtain federal assistance for community education programs, and I'm pleased to report we're almost there. The Elementary and Secondary Education Bill currently awaiting White House action contains funding for community education programs, and I'm hopeful that it will be signed into law.

Frank Church, U.S. Senate

SPECIAL REPORT

-- The key word in community education is involvement.

The purpose of having community schools in the State of Nevada is to develop processes which allow people to help themselves. Its function is to integrate the many resources now in the community, encourage new ones and to assist all groups to become more effective in bringing needed and desired services to the people right in their own neighborhoods. Through the use of existing school buildings, duplication of facilities and effort can be reduced, at the same time increasing the level of services in the school-community while economizing on the overall cost.

The community school strives to unify the educational program, constantly endeavoring to attend the whole person, the whole family, the whole community. Once the philosophy of community education is understood and accepted, the school takes on some new and exciting dimensions. The community in a sense becomes a giant classroom and all members of the community are welcome to participate in improving the educational environment.

Kenneth H. Hansen
Superintendent of Public Instruction
State of Nevada

INFORMATION SHEET ON THE NATIONAL COMMUNITY EDUCATION INFORMATION CLEARINGHOUSE

The National Community Education Information Clearinghouse has been recently established as a subsidiary of the National Community Education Association in Flint, Michigan. The primary purpose of the Clearinghouse is to promote easier access to information useful in the area of Community Education, as well as to disseminate informational exchange between community educators and other interested people.

One method by which the clearinghouse does this is through the NCEA NEWS, a newsletter published by NCEA. Clearinghouse services are advertised and relevant information available is described, such that all interested people are aware of important publications, recent research in the field, and efficient program procedures. This information can be ordered from the Clearinghouse.

The Clearinghouse provides such specific services as:

- Abstracting and cataloging of all information in the Data Bank
- Searches on specified topics
- Cross-referencing of all information sources for community educators
- Dissemination of information requested by clients
- A cross-referenced job bank

As the Clearinghouse grows, we have plans to set up a system for dissemination utilizing microfiche. A microfiche package will be available to local school districts, Regional and Cooperating Centers for Community Education and interested agencies.

We are asking you to send us any and all information ranging from published to unpublished documents and papers, from films to tapes, plus any articles (newspaper or otherwise) that you see as being useful for community educators in the field.

All information and requests should be directed to:

Ms. Priscilla Lisicich, Assistant Project Director
National Community Education Information Clearinghouse
1017 Avon Street
Flint, Michigan 48503

Phone: (313) 234-2634

Thank you for your interest and support.

REGIONAL INTERSTATE PLANNING PROJECT SEMINAR

Community Education

Boise, Idaho - August 12-14, 1974 - Owyhee Plaza

AGENDA

Monday, August 12

6:00 p.m.	Attitude Adjustment (No Host)
7:00 p.m.	Dinner (Introduction of State Coordinators & Delegations)
8:00 p.m.	D.F. Engelking, State Superintendent, Idaho Greetings & Introduction of Keynote Speaker
	Keynote Address - Hope Kading, Vice Chairman, Education Commission of the States

Tuesday, August 13

9:00 a.m. - 10:00 a.m.	Community Education - 1974 Style Dr. Harold Sponberg, Marquette, Michigan
10:00 a.m. - 10:30 a.m.	Discussion
10:30 a.m. - 10:45 a.m.	Break
10:45 a.m. - 11:35 a.m.	Legislative Point of View Regarding Community Education Senator Moroni Jensen, Granite, Utah Assemblyman Floyd Pettie, Colorado Springs, Colorado
11:35 a.m. - 11:45 a.m.	Announcements
11:45 a.m. - 1:30 p.m.	Lunch (News from the Potomac - Verl Synder)
1:30 p.m. - 2:30 p.m.	The Role of the SEA in Community Education Dr. Walter Talbot, CSSO, Utah
2:30 p.m. - 3:00 p.m.	Discussion
3:00 p.m. - 3:15 p.m.	Break
3:15 p.m. - 4:15 p.m.	Panel Discussion - Dr. Walter Howard, Texas, Moderator Charles Porter, Colorado Dr. Joe Nielson, Utah Tom Richards, Idaho Ed Thorne, Flint, Michigan Ben Martin, Nevada
4:15 p.m. - 5:00 p.m.	Discussion

Wednesday, August 14

9:00 a.m. - 10:00 a.m.	Responsibility of Local School District in Implementing Community Education: Mrs. Helen Harris, Past President of Board of Education - Flint, Michigan
10:00 a.m. - 10:30 a.m.	Reaction - Tom Richards (Idaho) Boise Community School Coordinator
10:30 a.m. - 10:45 a.m.	Break
10:45 a.m. - 12:00 Noon	Small Group Discussion - Panel Members and Group Leaders
12:00 Noon - 12:30 p.m.	Small Group Report
12:30 p.m. - 1:00 p.m.	Wrap-up: Ed Thorne, Flint, Michigan Secondary Education Community Education

Community Education

Boise, Idaho - August 12-14, 1974 - Owyhee Plaza

Participants by States

ARIZONA

W. P. Shofstall, CSSO
Buel N. Bowlan
David Kret
Diane V. McCarthy
Alex N. Nader
Martin Shultz

IDAHO

D.F. Engelking, CSSO
Reid Bishop
Harold Farley
Harold Goff
D. Loren Hicks
Harry Mills
Roger Reynoldson
Special: Louise Jones
Jim Saad

COLORADO

John Glau
Leo Lucero
Roy Peterson
Floyd Pettie
Ed Steinbecher
Jerry Thornton
Bernie Valdez

MONTANA

Chester Blaylock
Clark Fowler
Duane Jackson
Harold W. Rehmer
Low Wojciechowski

WYOMING

Richard Bowles
Mark M. Fox
Ed Hunter
Jim Lendino
Tom Morris

SPECIAL - USOE

Verl Synder
Richard Barnes
Harry Gardner
Albert Alford

NEVADA

Kenneth Hansen, CSSO
Rosemary Clarke
Charles Fleming
Margee Gayle
Lamar LeFevre
John Madsen
Daphana Parker
Jake Huber

NEW MEXICO

Obidiah Harris
Bill McDaniel
Harry Riser
Ted Sanders
Paul Taylor

OKLAHOMA

A. B. Crocker
Aron Dotson
Bob Martin
Joe Ogle
Ed Olvey
Robert Roland
Charles Sandmann

TEXAS

Bob Allen
Jack Elrod
Jack Harris
Lois Jean Hart
Walter Howard

UTAH

Walter Talbot, CSSO
Clair Morris
Joseph Nielson
Don K. Richards
Bernell Wrigley

GUESTS

Dr. Harold Sponberg - Michigan
Mr. Ed Thorne, Michigan
Mrs. Helen Harris - Michigan
Mr. Tom Richards - Idaho
Dr. Don Jeanroy - Idaho
Dr. Ben Martin - Nevada
Senator Moroni Jensen - Utah

REGISTRATION: Harold Farley & "Crew"

Margee Gayle & Lamar LeFevre

Coffee Break Strategy

UTAH DELEGATION

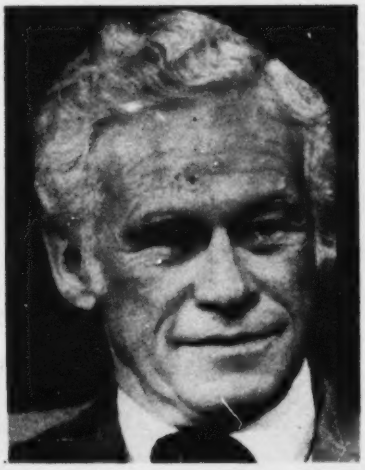
Ed Thorne (Center)

Utah Senator Moroni Jensen

Lamar LeFevre & Del Engelking

Dr. Harold E. Sponberg

Walter Howard



Dr. Kenneth H. Hansen

WE WORKED

Verl Synder & Helen Harris

Mrs. Helen B. Harris

Walter D. Talbot

Rosemary Clarke

KEYNOTE ADDRESS

By

Hope Kading[1]

We have a really remarkable pioneer tradition in our Western states, very closely tied to the American Indian tradition that typifies us to the world as individuals, free-thinkers. Most remarkable to me, as we talk about community education, is how quickly we forget that in our Western towns--the smallest mining camp, cow town, village, community--the center of the community was always the school. It was the people's building. It held political meetings, town meetings, dances, box socials, church--everything. Community schools are nothing new. I don't know where the brilliant people came up with the idea that we had to isolate our youth in school buildings that had to be guarded from the people who built them.

I don't know how many of you know anything about the teaching of the Plains Indians of this country, but they have a remarkable philosophy and it's called the "medicine wheel." I'd like for you to try on the medicine wheel tonight. The Plains Indians' philosophy is that we are each a medicine wheel and each in our own way as a part of the medicine wheel work for a lifetime from birth until death to find harmony with the medicine wheel in the Universe. The wheel has four great powers. At the North--wisdom. At the East--illumination. At the South--innocence and trust. And at the West--self-introspection. I'd like for you to fancy for just a moment that we are all a part of one major medicine wheel. I'd like for you to visualize us on any one of our state's beautiful prairies or deserts as one large circle surrounding one school building. From each of our points of view we will perceive that building from where we are in the circle. For each person that moves over one, the perception will be slightly different. All around that circle the perception of that schoolhouse is different.

The secret to me of community education and what we must accomplish as a community lies in our ancient and in our yesteryear--maybe two or three generations old--concept of community. We must actually view the schoolhouse from all points in the circle like a medicine wheel because I believe that's the only way we're going to recover something that I find even more crucially important: the sense of community.

I'd like to point out some very practical aspects of this. On the South of the medicine wheel are those people who, because of their innocence and trust, are

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[1]Vice Chairman, Education Commission of the States.

symbolically represented as the mouse people. Now our society is full of mouse people, and the mouse people are very fine people; but they all only see what's close to the earth, only what is right in front of their whiskers. On the East where we have illumination--those are the eagle people. They fly high and see great horizons. I have a feeling that what we have to do is get some of those eagles to pick up some of those mice to get them to see from a different perspective. It's kind of like the commentary that goes on all the time, particularly in my family where I have teenagers, about how terribly misbehaved our teenagers are in this generation. I had someone point out very graphically to me that, yes, they are definitely misbehaved, much worse than the last generation, because we were the last generation and we were perfect, right? But as we keep moving around in the medicine wheel, each time we move we see a little bit more of the full circle.

If ever there were a need, because of the quick-change, technological character of our society, to allow our people from birth to death to learn what they wanted to learn, it certainly is in the concept that you are here to discuss; but the more practical need you have to face, we all have to face, is that of convincing the "money bags." Those are the school boards and the legislators and the rest of those entities. There's one right in front of me and he's looking rather apprehensive. I'm not going to be unkind. I have a favorite story about how we confuse words. It's the story of two 90 year-old human beings, one male, one female, and they've been married about 50 years and they're rocking on the front porch. And the elderly gentleman is rocking and he says, "Ma, do you ever think of our sexual relations anymore?" The old lady sits there and she rocks and rocks and rocks. She says, "Come to mention it, I don't think we heard from them last Christmas." I think that's what happens to us too often in education. I don't know that we're always talking about the same thing. I'm talking about one thing--the opportunity for every citizen of every age to learn as much as he can whenever he wishes to and have absolute open access to any center of learning. I think if we could do that and use every one of our school plants and facilities on that premise, we could approach every single politician at every level--everyone holding public office--for financial support. But we are not really straining those facilities; we are straining the available dollars to build more facilities. Right now, I see no justification whatsoever for the immense amounts of money to build facilities for senior citizens, to build youth centers, community centers, art centers, music centers which in the larger communities are largely inaccessible to most people without major public transportation; thus, they create more problems to solve. I

see absolutely no justification for all those expenditures when we have beautiful public-supported tax-built facilities in every neighborhood of this country. There is no reason in my mind why we can't have art shows in every hallway of every elementary school in this country, why we can't have every single one of these facilities used instead of building new ones. All it takes is that everyone involved conceive of the school as the center of the community, however small or however large. And I think if this were done, we'd find those medicine wheels around each school as a community turning. And we would not be threatened in the same sense that we are threatened nationwide with the loss of community support for education and for our schools.

There is no separation in this whole life-long learning process from birth to death. I'm 41 and I've just started around my own personal medicine wheel. I figure if I work hard, by 120 I might learn what I need to know; and I certainly don't want anyone stopping me from going into any center of learning. If I want to back up and learn fourth-grade English, I should be able to do so. I don't see any reason or justification for the massive expansion in budgets of community colleges and area vocational-technical high schools. I'm not opposed to people having the opportunity to learn in these places, but when we have schools that are well built and that are already there, I would much rather see strained dollars expended in every single one of them to accomplish a variety of community ends. I want those little towns and the little schools in those little towns to have the same opportunity for community-centered education that we have in Boise. I figure if we can solve it in one state, we can solve it in all.

COMMUNITY EDUCATION - 1974 STYLE

By

Dr. Harold E. Sponberg[2]

Today I'm going to talk from my experience as a one-room, country school teacher and a person who has never left that nucleus of education well known to all of you. I wonder if all of you can remember how you had to be a janitor, had to be a nurse and doctor to all the kids, had to mend all the problems of all the families that sent their kids there. The whole family was in those schools. You never did separate parent from youngster. You would heat up the stove in the morning and they'd all gather around. By noon it was so damn hot in there they would scatter to the far corners of the room.

We learned something about community from the school in those days, and we accepted a certain philosophy. The first thing the school told me as a youngster was that it was the center of the community. We set the taxes in that school and we had our township board meetings in that school.

Most of my people were of Swedish extraction, the neighbors around the corner were Norwegians, farther off was the quadrant of the Germans, and farther over there were the Shanty Irish. We had an ethnic mix of people who had done several things. For one thing, they'd rejected the citizenship of their own land, and they came to a new nation to become homogenized under a new flag, a new philosophy, a new country, a new loyalty, and a new commitment. They came not just to be free, but to be responsible too, and they were going to be masters of their own destiny to a degree. They had three basic principles that seemed to come out rather strong. First, they knew that their community was going to be built on what I will call the three-legged table of freedom, one leg of which was the freedom to worship God the way they wanted to. Second, they wanted to participate in the government that they had received or had inherited or had been granted because they wanted to levy their own taxes, build their own roads, and plant their own crops. Third, they wanted to participate in a school system that was created by the Northwest Ordinance of 1787, which in my opinion is a stronger document and has had more impact on people than the Constitution. What was it that prompted those people to do what they did, and in so doing, building this three-legged table of freedom of religion, freedom of education, and freedom of government, this table that will collapse if you pull away any one leg? It was the philosophy of a free people who wanted the opportunity and the responsibility to be free, and they could balance individualism with a social good.

[2]Past President, Eastern Michigan University, Ypsilanti, Michigan.

One principle the school taught me is that knowledge should be available to anyone who seeks it, and that's a very fundamental principle. The second principle is that the door should be open for all the children of all the people, and the second axiom is all the people. The third principle, I think, is that we have an obligation to lead the free world. Our pioneers didn't think much about that because they were discovering a new world themselves. Leave that idea in the back of your minds for a moment and consider the productivity of the farms of Idaho. The potatoes of Idaho probably fed more people outside the state than were ever fed inside your state. What did it say on the TV this morning--that the capacity of the farmer to produce in these lands has tripled in the last 19 years. Why? Because of the knowledge you people gathered in Utah State, Idaho State, and Colorado State about the sheer capacity to make the soil richer than when the pioneers broke it in 1886. That's true conservation, to make the land so rich that we have the capacity in this nation, says a crop specialist and geographer from Michigan State named Borgstrom, to feed all the nations of the world 1,500 calories if we would release all of our land for productivity. That's very hard for me to believe, but I know Dr. Borgstrom and I know that he worked together with Norman E. Borlaug; and Borlaug with his dry land rice and dwarf wheat is a Nobel Peace Prize winner of all things. When, ever, did a crop specialist get to be a Peace Prize winner? But he won it three years ago for helping people go back to the fundamental question that in order to live you have to eat. These are the things that concern us about the impact of education. It has to do with staying alive, with the real poverty that you find in India and Mexico and South America and Africa. When people don't have enough energy to make their own livings, that's poverty, not whether they have one or two TV sets or one or two campers. It's the capacity of people to survive.

The nucleus of the school says something to us in community education because we have not been so willing to provide education for all of the people and all of the children of all of the people. In fact, we made a great move in the 60's to bring into full citizenship a good many people who were not of the same color as the pioneers who came. C. S. Mott put the capstone on what I would call the whole impact of education when he said that it's not only to teach people knowledge and to help them discover the new frontiers of knowledge or to rearrange their biases or eliminate them but to improve, as he put it so beautifully, the conditions of life.

Community education in Flint really started in '37 or '36 during the pit of the Depression when there was 25 percent unemployment and the machinery plants were shut down. Out of this chemistry, out of this environment, out of this boiling pot came

the kind of perception that I think we have to think about as we think about community education. It's not something new; it's a rediscovery of old commitments. It's an impact that we have to rediscover. Thirty years ago, elementary school teachers and elementary principals in Flint said, "Come on in," and they began to involve the people in the school. The said, "We want your thinking; we want you to take some classes. If you want to learn something, we'll provide some services to you." And that's what it says in the back of the folder by Dr. Hansen, the Superintendent of Nevada. The key is involvement. You have to get to know the parents and the youngsters first hand in that little nucleus.

People like you who are in positions of influence as legislators, senators, governors, state department officials, and school superintendents can be architects of the environment, creators of the climate. That's your mission. That was my mission at Eastern Michigan when we set up a community ed center and where we had community ed long before I arrived. Today we work with over a hundred school districts and three states, Ohio, Pennsylvania, and New York. To implant this idea--to plant the message, to replant the old crop--that's all we're talking about. It's going to begin anywhere where people are gathered together and are committed to improving the conditions of life. It's going to begin at gatherings like this conference where representatives of ten states are assembled in a remarkable example of of inter-state cooperation which started many years ago among colleges within the Western Conference. There isn't one innovation in education today, not one, that didn't start with a determined mother and dad or mothers gathering together in some location some place in the United States: special education, vocational education, the handicapped, the blind, the emotionally disturbed, the retarded. How many remember the Smith-Lever Act of 1914? A breakthrough. That isn't early enough? Go back to 1873 when we had the first Federal Extension Act for agriculture that put the train and the teachers together and ran them out of the community. On railroad cars in Minnesota, Kansas, Nebraska, Colorado, and Wyoming, they taught farmers how to farm the land. That's educational impact.

We in community education take a beating now and then for coming up with costly ideas, coming up with extra expenditures, coming up with new responsibilities, coming up with things that may fracture the given routine pattern. What we need is a willingness to risk our lives as the pioneers did. They asked one thing as they crossed the Oregon Trail, "Give me a chance to take a chance." They didn't ask for anything else, no props from neighbors, no friends, no towns, no help, and they faced the elements. That's why the reincarnation--I'll call it that because a lot of you

people are aware of high religion out here in this LDS country--the reincarnation of education is what happens in that neighborhood school. And that's where you and I live and die--in our neighborhood, because that's all we have when we're all done. Our friends, people. We're going to give up our jobs; we're going to retire; we're going to do some other things, some hobbies and all that, and what will we have when it's all done? Our friends. Look at your grandparents if they're alive or your parents. Keep them where they are with their friends. Don't uproot the old tree and go south except for a little vacation in the winter. Just let them be among their friends. Community education can have a great impact on senior citizens. Take them out of those long catacombs, those high rises, and bring them back to the earth and let them learn again because their minds are fresh and bright and untapped, and we can benefit from their wisdom.

At this conference, we will hear from a Senator and an Assemblyman. I want to hear from a Senator and an Assemblyman, the people who have what Mrs. Kading calls "money bags" impact. They have a great responsibility and I have great sympathy for them. I've sat across from Senators and Representatives for the past 15 years in Michigan, and I know exactly what they mean when they say "accountability." If something goes wrong on the campus, they call me in and sit across the table and say, "Sponberg, what kind of a place are you running down here at Eastern? Can't you straighten those people out?" No, I can't, because I can't straighten out a whole way of life and I can't straighten out parents ahead of the kids. Besides that, when they're 18 they're of age; all of a sudden they're mature by law. They don't act like it, but I can't solve all the problems of the society from my office. Those in the role of policy-maker and decider have a great responsibility. School board members have to make some real tough decisions. But believe me, I ask you one thing: Don't take your eye off that family and that youngster and that teacher in that neighborhood. Because out of that concentric series of circles around that youngster is generated the great commitment to education, and the more that permeates the community, the more likely you'll be to have a more dynamic community education program.

Learning, isn't it true, is life-long. That's my other third principle that I meant to put in the beginning. Knowledge should be available to anyone who seeks it, all the children of all the people, learning is lifelong, from the cradle to adult age. The impact of community ed is upon the entire community, of all ages. Some of our people say, "What are you going to use for process and concept and program and all this?" I'm going to leave that to the expert because I don't get hung up on process and program. What you've got to do is say, "Come on in. Come on in.

I want to get to know you better, to get to know your youngster better. And I want you to know that this place is going to be open after 4:00 and I'm going to be here." Superintendents say it's going to cost me a lot of money. Yet it will only add about 5 percent more to the budget to handle a program in your school system on the local level beyond what you're spending now.

Adult education is one of the concerns that I have had as a junior high teacher, an elementary teacher, a college teacher, and a University officer interested in community education. We have tremendous programs of adult education in these United States, but we need to recognize the current status of adult education, the current status of the rising recreation programs, arts and crafts programs, and all those programs that are now being developed for the world of leisure as contrasted with the World of Work. I am concerned about our community colleges because often, the community colleges are setting up their own entities. They are creating their own life lines to Washington and establishing their own independent roles to the degree that they're not focusing on the community.

Community education deserves your attention and your commitment in the areas of adult education and recreation. Absorb them; bring them into the process. Use what they have because they are there now. Bring in your community colleges. Tell them that they're a part of America and tell them that they stand for a good many good aspects of what I call that intermediate educational level. Sixty percent of the youngsters don't go on to four-year schools. Half of those that enter the four-year schools don't finish. What are you going to do with a high school drop-out at 14? What are you going to do with a non-carry-oner in the four-year school? Somebody's got to do the nation's work; so you put him into the community college and give him an opportunity to walk in and learn something that makes him viable, progressive, and self-maturing in society. I'm a great community college supporter, but I don't want them to isolate out people, to give tests to keep people out. I want them to keep the door open, like that one-room, country school that was set up in the 1820's and 30's in this nation. Where the doorway goes both ways and says, "Come on in." If the people believe, they have faith. And out of faith comes commitment and out of commitment comes action. A believer knows that what's good for his youngster is good for his neighbor's youngster, and it's good for him. As long as that youngster is going to grow up and be more intelligent and wiser and more durable and perceptive than I am, I am all for it. And unless the American chapter changes in the next decade or so, we're going to bet on that. I have great faith in the American people, especially the people who come in the highways and

LEGISLATIVE POINT OF VIEW REGARDING COMMUNITY EDUCATION

By

Senator Moroni Jensen[3]

The events of the past week in our great country have renewed our faith in our country, I think. The transition that has taken place in the last few days is really a marvel, that we can go from one administration to another without the furor that exists in some other countries. What it exemplifies is the attitude that our new President has regarding our country and its needs. One of the first things he has mentioned is the need to be unified, the need to work in the same direction for the same purpose.

Let me begin by saying that I have a bias as far as community education is concerned for a number of reasons. As an educator, I feel that community education can answer many problems, problems that can be solved with community involvement. I'd like to begin by paying a compliment to a number of people in our State who have helped us to get community education going, and it's working. It's really working, not up to the potential it has; but I'll say it is working. Dr. Talbot and his staff, Dr. Joe Nielsen, Dr. Heaton of BYU who has worked with the Mott Foundation with Mott money, and I think we all owe a great debt to C. S. Mott for his vision and his help in getting these community centers set up and training people in the community educational movement.

The Utah Legislature believes in community education as is shown by its categorical funding of community school programs in the amount of $325,000 annually. Three hundred and twenty-five thousand dollars is not a great amount of money and I suppose it wasn't intended to fully fund the educational program of community schools, but it is the money necessary to provide some leadership in community programs. In the public school finance bill that we passed in 1974, is this paragraph: "Funds allocated to school districts for community schools shall be used to support the concept that the schools belong to the people and to find ways to engage the community in determining the role the school shall play in solving individual and community problems." I think that paragraph of the school finance bill indicates the interest of the State of Utah in its community schools. Three hundred and twenty-five thousand dollars is more than we began the program with. If I remember right, it was only $200,000 to begin with. We've added another $125,000 and, again, that isn't an awfully lot, but when we think of the six different categories that we fund beyond the weighted pupil unit, it amounts to around $3,222,000.

[3]Granite, Utah.

bi-ways of life where education hasn't clogged up their heads or education hasn't over-educated the intelligence that they had, or muted it or blunted it or modified it. One of my former students was the oldest of 14 kids. He was a "B" student in economics, captain of the football team. He weighed 180 pounds of whalebone and gristle and was made of spring steel and cedar bows. He went to Arizona State and educated the next eight youngsters in his family. People write him up as a great football coach, but I remember him as a youngster who wanted to go home at Christmas in 1948 and didn't have enough money. I didn't have enough money either, but I loaned him $30. When my wife came home, I told her and she said, "You dummy. We don't have enough money for the Christmas presents." I told her I made a mistake, I guess. He came back on January 3rd and paid me $31. He had had to go home and work in the post office to repay me. That's what it's all about--what happens to that youngster in that place at that time and what he does with it. All community education says is take that example and expand it across the face of society, in every nook and cranny. Community education works best in the small town, believe me. People are solid. Some can't read and write. Some can't use the English language yet. But I'll tell you what they believe in--the power of the mind and learning.

One of my concerns was another paragraph that we put into the Public Finance Law this past year, which gave districts an opportunity to use the categorical funds in one or all categories. My fear was that the monies allocated to a school district for community education might be used for some other category. But I understand that only five districts have, out of our 40. With our 40 school districts I also have a real concern that the funds might be siphoned off into some other area and that elementary guidance, which we just began as a categorical grant in our State, might lose its place. The statutes of 1917 in our State state: "There shall be a civic center at all public school buildings and grounds where the citizens of the respective school districts may engage in supervised recreational activity and where they may meet and discuss any and all subjects and questions which in their judgment appertain to the educational, political, economical, artistic, and moral interests of the citizens of the community." I don't know how many of our general public in the State of Utah or how many school people really know that in our statutes, our schools are designed to serve as civic centers. It is important legislation which we ought to emphasize more. Other statutes in our State laws say that schools and cities and towns and so on may contract to cooperate with one another in affecting the health, the welfare, and the conveniences of the inhabitants within the respective territorial limits; and cities may disperse public funds in aid of the school district within the limits of the respective cities.

One of the reasons we have problems is that cities are trying to do some of the things that we would like to do as educators. Counties are trying to do something that we would like to do as educators. And educators are trying to do some of the things that cities and towns are trying to do. It's a rare occasion when city councilmen sit down with school board members or county commissioners sit down with school board members, review both programs and, in effect, see how they can cooperate to save the taxpayers money. We have in our Salt Lake County a fine working relationship with the County Recreation Department and our schools. We are using the school facilities and the County Recreation Department is using them, but it seems to me that we need to look beyond those types of facilities. I'm thinking of the need for offering community health services and building some buildings to offer those community services. It seems to me that the buildings are already there. If it took an additional room or two or a wing on an elementary school or a junior high school, where can you get closer to the people in the community than in an elementary or a junior high school. We build a mall so that people can go to a mall and

shop and secure all the various services that they want in a mall. Why couldn't we develop the same setup for the educational needs of people? Do you know that the statute even says that our counties or our school districts may levy up to 75/100's of a mil for the purpose of providing some of these services? We find that some of our boards are not making use of that privilege.

The State Legislature has special interest groups who sit with us almost from the beginning of the legislative session to the end, but we see very few parents of students there unless they have a particular need. We see many parents of handicapped and retarded and special ed kids at this particular time, who should have been there a long time ago because it's one group of citizens who are not being taken care of as they ought to be. The community school could send representatives to the State Legislature to lobby for increased funding. The community needs this type of involvement with government. What Mrs. Kading said yesterday about the need for this type of involvement of people is a pretty difficult thing to achieve under the present circumstances. Having been the principal of a school, I can say this without fear of contradiction because I suppose I was one of those principals who figured that when I was employed as principal of that school that building belonged to me, and then the custodian straightened me out because he said that it belonged to him. Legislators and educators can become quite possessive.

We are not taking care of our youngsters the way we ought to in our regular school program. We make a kid, when he comes into school, fit a particular mold that we administrators set up and he is not supposed to deviate from that. We never take into account his interests, his needs, his abilities and try to build a program to meet those. We have the youngster meet our needs and not his, and I think that philosophy causes problems. It's sometimes difficult for us to understand that the schools don't belong to the principal, the superintendent, the school board even. They belong to the people and the people are the people who pay the taxes. I think the community school is the catalytic agent and should provide leadership to mobilize the community resources to solve community problems, but how do you get people to come to school?

I have the greatest respect for the PTA. As Dr. Sponberg says, I think they operate splendidly in an elementary school, splendidly in a junior high school, and hardly splendidly at all in the high school. Moms, many of them, come to PTA, but you don't see too many Dads there, and I think one of the reasons is the formalities that go along with the meeting and then we hear somebody who's an expert on something. We never really involve people in the program. We get parents to come to

LEGISLATIVE POINT OF VIEW REGARDING COMMUNITY EDUCATION

By

Assemblyman Floyd Pettie[4]

Today I would like to relate to you my experience as a public official trying to change people's minds about community education and the schools. I first became interested in community schools back in 1969 when I was a member of the Colorado Springs City Council. During one of our informal sessions, a presentation was made to the council on the concept of community schools. I was fascinated by what I heard and I felt such a program was needed by our community. I decided to learn all that I could about the program and how it could help the community of Colorado Springs as a whole. After that session, I attended a seminar in Flint, Michigan, where I became completely sold on the idea of community schools. But when I brought information back to my community and encouraged the Council to implement a program in Colorado Springs, I found that there was great opposition, not only from council members, but from school board members, from teachers, coaches, and yes, even the janitors. They didn't want any people other than the regular staff and students to be in the building. Most of all, the Council felt that using city general funds in cooperation with a school district would set an unparalleled precendent which would shock our citizenry beyond recovery. Furthermore, the Council felt that they could not use tax money to assist the school board, which was also using tax money. They just didn't feel that the two monies belonged together.

Despite this setback, several interested citizens in the community and I took an educational program to the council and convinced them that it merited consideration. We gained support for the program not only from the City Council, but also from the county commissioners and the school district members. The program was then funded for $230,000, taken from city monies and from county monies. The school board felt they could not participate with tax monies, but they did indicate they would participate with in-kind services such as providing facilities, some personnel, and maintenance services.

During this process, the school district kept telling us that according to State law it could not spend its monies for this type of program. They had no authority to do so. At this time, I decided to run for the State Legislature. I had now had a year's experience with our community schools. In that year's time we had progressed from one school to three and were in the process of opening two more. The acceptance

[4]Colorado Springs, Colorado.

school to hear their youngsters perform in a concert of some type, be it a play or a band or whatever it might be. But how can we really get the parents to come to school, not to a meeting particularly, but just to participate in something of interest to them. Early childhood education had a slow beginning in our district with only a few schools participating, but next year 22 schools are going to hold some classes on early childhood education, and to me that is a remarkable improvement. Parents are coming to school to learn what they can do to help their youngsters in pre-school. And we have many citizens, senior citizen programs, where we have those kinds of people coming into our schools and the wisdom they have is needed in our schools, too. We need a total involvement of people who come into our schools because we provide something of interest to them. Some of the legislators have a responsibility to look at the total educational bill that we are responsible for putting together and to consider at greater length smaller items that could mean so much to us, such as community education. I think we need to remove the skepticism that exists with some of our school boards, with our school principals, and with other people involved in our regular school program. Community education is not going to interfere with the regular school program; it's going to strengthen it. Let's dedicate ourselves to the real purpose of the community school, the concept of the community school, that schools belong to the people and the people need what we can offer. As has already been said: Let's open our doors and say, "Come on in."

of the program by the citizens of the community was remarkable. The favorable reception was primarily owing to the community school's director, one of the most enthusiastic individuals I have ever known. When he talks, he reminds me of a Baptist preacher--all hell, fire, and brimstone. With a director like that, our program could not fail.

Now I had the necessary support to do something at the State level. During my first year in the House in 1973, I introduced a bill to authorize school districts to establish community school programs. This bill included the provisions for an appropriation by the State to supply seed money to those districts that wouldn't implement the community school program. Needless to say, the bill didn't see the light of day that first session; but because I was so enthusiastic about the community school concept, I wasn't discouraged.

During the following year, I talked with members of the State Board of Education and various members of the Legislature. We decided that the Legislators had to go through a learning process because most of them had never heard of community schools or community education. Community education means different things to different people. Metropolitan areas such as that of Denver have completely different needs, different requirements, than some of our smaller areas. Colorado Springs is the next largest city in the State. Our needs were entirely different from the metropolitan area. Obviously, the rural area was entirely different from those two. Each community has to do its own thing when it comes to community education. At the State level, we could not legislate into any bills what local units of government ought to do. We decided the best way to educate our legislators was to have them take a look at community schools. Legislators were invited to see a community school program in operation in Aurora, Colorado. We spent several hours with the community schools in action. Most of the Legislators were most impressed that the program was for citizens of all ages and that such a wide variety of courses were offered. Most of all, they were interested in the enthusiasm shown by those involved in the program, by the citizen's advisory board, and by the personnel themselves.

In 1974 I again introduced a bill authorizing school districts to levy one-half mil on property tax with the authority to go to the vote of the district for an additional half-mil. This, of course, would have been permissive legislation on the school district's part; however, the legislature was not inclined to listen to any increased taxes at this time, especially when we had all vowed to cut taxes. Nevertheless, with the assistance of consultants of the State Board of Education and

various other people, we finally admitted the bill into the committee and it passed the House and the Senate. School districts were authorized to cooperate with units of local government, state governmental agencies, institutes of higher learning, and/or civic organizations. The provision for the school board to levy the additional tax, however, was omitted. The portion of the bill which defines the substance of the legislation states:

> *A community education program may be defined as a program which will not interfere with a regular school program and may offer a composite of services to the citizens of a service area including, but not limited to, year-round use of the facilities and personnel of the schools on off-hour educational, cultural, and recreational and social enrichment activities for children, youth, and adults. Family education in counseling, civic affair meetings, and discussions, counseling for teenagers, community organization activities, senior citizen activities, cooperating with other social agencies, and groups in improving community life and other center activities which may provide educational, social, cultural, and recreational programs for children, youth, and adults.*

Now that is very broad, but it did grant school districts State authority for setting up such programs within their districts and using State or tax monies for these programs.

With this type of sanction, we have effectively created a program that is now enjoyed by at least 15 percent of the total community of Colorado Springs. The school district has approximately 175,000 people; about 240,000, metropolitan. The program is not just confined to the citizens of School District 11, which is a school district in Colorado Springs, but is extended to the outlying communities. Those people--and it is a community--those people who want to participate are allowed to do so. The community schools are opened for the people of that service area and that school area to do whatever they want to do with them.

For those of you who do not yet have community schools, I would suggest from a legislative standpoint that if you can get one, just one, school in your community to develop a program, you can expand from that base; and expansion will not be nearly as hard as if you try to encompass the whole area. I hope you will go back and sell the other members of the community on the idea.

INTRODUCTION FOR DR. AL ALFORD

By

Verl Synder[5]

From the meeting so far, I have determined that there are about three or four things that could give you status here. One of them is that you were born and raised in the country, and I qualify there. In fact, I was born so far back in the country there wasn't even a Lion's Club. When we went to town, we'd have to grease the wagon at least twice to make the trip. Another thing is that you have taught in the one-room school. Well, I did that. I had that experience in the one-room school. Another one is that you've worn long underwear. Well, I qualify there. Now, there's one area where I don't qualify, being a Swede or a Polack or an Irishman or a Dane. My family came from Germany; so we're out a little there. But I'm not too sure that that makes a great deal of difference. I went to San Francisco recently; and as I walked down the street, I noticed a sign in front of a little business. It said, "Oly Olsen's Chinese Laundry." Well, I thought, that's interesting. How did he ever get that name? So I went in and, lo and behold, he was a Chinese. I said, "Is this your shop?"

And he said, "Yes sir."

And I said, "Well how did you ever get the name, Oly Olsen? Why do you use that name?"

"Well," he said, "the United States government gave me that name several years ago. When I came to this country about 25 years ago, I was in the immigration line going through and there was a fellow right in front of me and they asked him his name and he said it was Oly Olsen. After they talked with him for a little while, they passed him on, and then I stepped up there and they said, 'What's your name?' And I said, 'Sam Ting'"

On this program each time we have some news from the Potomac. Sometimes it's embarrassing to bring it and other times it's not embarrassing. I suspect today that we're happy to bring you some news from the Potomac. It deals with legislation. primarily. I don't know how much interest some of you may have in it; but we'll try to present some of the legislation, some of the things that are happening in Washington, primarily for the benefit of State Departments of Education. Fortunately, also, I have with me a gentleman from the Office of Education who will present the information to you. He carries the title of Assistant Commissioner for Legislation, Dr. Al Alford.

[5]U. S. Office of Education, Washington, D. C.

NEWS FROM THE POTOMAC

By

Dr. Al Alford[6]

It's really a very good time to be here because I am able to present some good news as far as education is concerned, and, of course, there is always some bad news. The good news is that President Ford said he would sign HR 69 within a few days. The bill had gone to the White House last Friday and although most of us expected it would be signed, it's always encouraging to hear from the President himself that it will actually be done.

The Education Amendments of 1974, HR 69, will extend essentially all of the elementary and secondary education programs for a five-year period. The bill will remove some of the uncertainty which many of you in the State Departments and local educational agencies have faced in recent years. Most education legislation expired in June, 1973. Since July 1 of this year, we've been operating on a continuing authorization. We really haven't had authorized legislation. Shortly, we will be back in business formally.

Now for the bad news. It is included to some extent in the President's statement. The bad news is that the upcoming fiscal year is quite likely to be an austere one. A great effort will be made to balance the budget, to cut back, and to hold at a minimum Federal expenditures. We may not be able to fund as many of the new programs as we might want or at the levels that we might otherwise be able to fund them. We are going to face another year, certainly, of attempting to tighten the belt and of maintaining the current posture as far as finance is concerned.

What I thought that I would do for you this noon would be to run over very briefly some of the major items in HR 69, not to go into them in any detail because this is a very massive piece of legislation but to give you some flavor of what is included. This piece of legislation contains authorizations totaling around 25 billion dollars over a five-year period. It extends the Elementary and Secondary Education Act and extends each of those programs that are currently in existence for five years. It also modifies some of the programs. *(Dr. Alford's subsequent discussion surveys many facets of the recently approved Federal education bill. Regretfully, because of the limitations of space, we have excerpted from his informative presentation only that section which pertains to community education. Anyone desiring further information may secure a copy of the summary of Education Amendments of 1974 from the Office of Education.)*

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[6]Assistant Commissioner for Legislation, United States Office of Education.

Another form of consolidation also included in HR 69 is an item called the Special Projects Act. It was developed in the Senate and is not a proposal of the Administration's, but the Administration liked most of it once it saw it. The Special Projects Act takes, or was designed to take initially, the discretionary programs which are in the hands of the Commissioner, such things as the 15 percent set aside from the old Title III of the ESEA, the Cooperative Research Act. Actually, the drop-out prevention, nutrition and health programs were also discretionary programs, as were environmental education and drug abuse education. The Senate had taken all of these and had gathered them together into a single $200 million authorization which would be available to the Commissioner to carry out any innovative experimental programs that were considered appropriate. As it turned out in the final conference report, $200 million remained, but the number of programs that were consolidated virtually disappeared. The only involvement at the present time is really the Cooperative Research Act which is our innovative authority basically to begin with. Of course, they also included some other provisions we were not too enthusiastic about. The Senate decided that, in conjunction with the Commissioner, the Congress should also have an opportunity to determine which innovative programs should be approved. And so they passed, actually, about six new categorical programs, including one that this group is particularly interested in at this meeting--community schools. In addition to community schools, a program for Metric Education, i.e., teaching the metric system; programs for the Gifted and Talented: Career Education; Consumer Education (which is really a renewal of an existing program put into a little different form); Women's Equity in Education; and Arts in Education are included. Now the way the Special Projects Act works is that the Commissioner can determine what programs he would like to fund under this authority, but he must use at least an equal amount to fund these special category programs that the Congress has included in HR 69. Furthermore, the funds must be divided up among those programs on the relative strength of the authorization for each of the programs which totals up to $100 million, not by total accident I'm sure. One program, such as community schools, might carry a $15 million authorization. This means that it would get 15 percent of the money that the Commissioner is using for programs he is pushing in the innovative area. It means that it will cost you two for one for every program that you really want, and this is going to be somewhat restrictive obviously. The chances are that the Special Projects Act will be funded, and that is somewhat encouraging if you're interested in community schools because we do have to go to this authority to do things we've been doing under the Cooperative Research Act. So, it is a forcing item unless we were to move into

what is known as "point of order" language in the Appropriations Act. That is always a fairly risky operation which means, in effect, amending the bill through the appropriation process. I'd sooner we did not go in that direction, and I'm inclined to think that we would probably not; then it means that we will be doing at least some funding for each of those six areas, including the community schools. The Community Education Act which is included in HR 69 does provide for the funding of new programs, the expansion of existing programs, and even for the support of existing programs. It does require some matching. The maximum that is paid under this is 80 percent for new programs created--80 percent from Federal sources, 20 percent would have to come from local sources. It drops down to 65 percent for existing programs that are being expanded with a provision that, I think, may be an error. The bill doesn't track in the way that the conference report said it should track. In other words, the House provision stated that for expansion of existing programs, local communities would pay 65 percent the first year, 55 percent the second year, and then for any movement beyond that (which is really continuing support of programs), they would pay 40 percent. I don't know how this is going to be clarified in the final bill. Anyway, the local communities are going to have to put up part of the funds for the activities. Now, more and more there is a tendency at the Federal level to move in the direction of matching, of requiring state and local contributions, because this is the only way to assure that programs are going to continue if and when the Federal funding is removed. Our experience with some other programs which have had 100 percent Federal funding is that the programs tend to disappear when the Federal money is pulled out. It works out better if the locals are involved early in the game, committing their own resources. The Community Schools Act also provides for a commission to advise the Commissioner. This is a commission appointed by the Secretary. It will be especially active because it must be appointed within 60 days of the passage of the Act, and it will be active the first year in advising the Commissioner on the development of regulations and guidelines for this program. In addition, a clearinghouse is provided. The Commissioner decides how the clearinghouse will be established and where it will be located within the Office of Education, but the authority for it is provided in this bill.

SYNOPSIS OF THE COMMUNITY SCHOOLS ACT OF H.R. 69

Section 405 (a) The Community Schools Act.

(b) Provide educational, recreational, cultural, and other related community services, through the establishment of community education programs as a center through cooperation with other community groups.

(c) Definition - The term "Community School Program" is a program in which a public building, including but not limited to a public elementary or secondary school or a community or Junior College, is used as a community center operated in conjunction with other groups in the community, community organizations, and local governmental agencies, to provide educational, recreational, cultural and other related community services for the community that center serves in accordance with the needs, interests and concerns of that community.

(d) Fifty percent of the funds available shall be available for grants to the SEA's. The remainder to LEA's.

The Federal share shall be

(1) 80% of the cost of a new community education program.

(2) 65% of the cost of an expanded or improved community education program for the first year and 55% each year following.

(3) 40% of the cost of maintaining a community education program.

State and local educational agencies desiring a grant shall submit an application to the U.S. Commissioner as the Commissioner may prescribe by regulation.

The SEA must have the opportunity to review and comment on each LEA application.

In approving applications, the Commissioner shall insure that there is equitable geographical distribution of programs throughout the United States in both urban and rural areas.

The Commissioner is authorized to spend $15,000,000 during fiscal year 1975 in grants to LEA's and SEA's.

The Commissioner is authorized to spend $2,000,000 in fiscal year 1975 for grants to institutions of higher education to develop and establish, or to expand programs to train persons to plan and operate community education programs.

THE ROLE OF THE S.E.A. IN COMMUNITY EDUCATION

By

Dr. Walter Talbot[1]

The opportunity to speak to you today on community education and on the role of the S.E.A. in community education is pleasing to me because I believe it is one of the most viable concepts that has come into existence on the public school scene; and I also like to talk about the State Education Agency because I happen to think that it has a great role in public education when it performs its function properly. As I look at both the SEA and community education, I seem in them a promise for better education if they are viewed as a component of the larger whole in which they play a vital part. However, I see in neither of them any real hope for the future if they are looked upon as an end in themselves or if those who are largely responsible see them as separate entities amidst the other parts of education.

Community education is a concept that doesn't have a common definition. Some of you say that you have definitions and I say we have definitions, but not common. I don't know how to overcome the discrepancy other than continue to have conferences of this kind so that at least our experiences become common. We may not be able to convince one another of our position, but we may be able to have our position better understood.

Several disciples of community education across the country have been trying to move from the old view of the subject to the new one which they say pretends to give greater light to the matter. In general, I subscribe to that view. I refer, of course, to Weaver's[a] model which suggests that community education should move from program to process and from what he describes as the conventional model to the emerging model. I also refer to Minzey's[b] model which has us moving away from the comfort zone into the gray area. Now Minzey said there are seven features along the horizontal axis: increased use of physical facilities, involvement with K-12 curriculum, programs beyond the usual for neighborhood children and youth, programs for adults and senior citizens, outreach programs or the utilization of the community as an educational resource, coordination with other agencies (social, health, commercial, etc.), and involvement of the community in the school and the school in the community. Now he would say that you could move your community school program into that

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[1]Superintendent of Public Instruction, Utah State Department of Education.

[a]Donald Weaver of Western Michigan University, Kalamazoo, Michigan.
[b]Jack Minzey of Eastern Michigan University, Ypsilanti, Michigan.

horizontal axis at any point, but he also says that we're not likely to. We're too comfortable operating in the comfort zone. And there will be few of us moving out of the comfort zone into the gray area unless we understand what we talk about when we talk about community education.

In the Utah Legislature, we wrote a paragraph entitled "Purpose for Our Community School Legislation." The paragraph states:

> *The community school concept is designed to utilize the resources of the schools, particularly the school buildings and school personnel in solving personal and community problems. Community schools is not a separate categorical fund from which preconceived programs are operated by schools but it is a concept upon which rests the foundation from which all educational, cultural, recreational, special interest programs emerge. It is the vehicle by which programs serving the needs of the people within the community may be brought to those people. It is community-based rather than school-based. It gives life to the process by which communities are better served by the schools. It generates programs to solve personal and community problems but it is not a program in and of itself. Funds allocated to school districts for community schools shall be used to support the concept that the schools belong to the people and to find ways to engage the community in determining the role the schools shall play in solving individual and community problems.*

The last sentence, which is now a part of Utah law, requires us in expending money to engage the public; but the reason for engaging the public is to have them, with us, determine the role of the schools and the kinds of services that the schools ought to be giving. Therefore, the emphasis is upon <u>determining</u>, not upon <u>engaging</u>. It would be possible to engage the public and do nothing purposeful or useful. The reason you engage them is to have them determine with you what it is the schools are supposed to be doing to serve the needs individually in a community.

Senator Jensen indicated that he had a $325,000 appropriation to buy leadership. When you couple that with the other categorical monies we have and that districts are permitted to change from one to another at their discretion, it has a multiplier effect. It would be possible in Utah, if the community school concept catches on, for schools to have $3,125,000 in community education. That leadership we must exercise, too. The SEA personnel must use leadership rather than direction in providing options and alternatives to districts. The State staff must be constantly alert to new ways of doing things so that they can provide leadership and not fall into any pattern of operation which subjects district personnel to the will of the staff of the SEA. There must be about as many ways to accomplish something as there are people to dream up the ideas and put them into practical use. Providing dreams and practical solution has to be included in leadership activities, but implementing suggestions is purely personal and professional; and it is a prerogative that the local district personnel ought to retain for themselves. Thus a partnership begins with each partner respecting the role of the other.

The SEA performs its role and its mission and its function under some certain principles and guidelines, and mine are these. First, the primary mission of the SEA is to strengthen the local educational agencies and institutions which have a major responsibility for providing educational services and programs to the end that the community and the people there are better served. Second, no institution in a free society would long exist without a full measure of public support. Therefore, mechanisms must be found for the meaningful involvement of more individuals and groups in educational decision-making. Third, when local educators and citizens of good will consider a number of viable alternatives and courses of action, they usually make better decisions than when they consider a single alternative. Therefore, providing options is a more viable strategy for change than selecting best programs and then trying to persuade agencies and institutions to adopt them. Four, although a fragmented approach is usually better than no action at all, a systematic approach to educational change is most efficient in achieving desired ends. The piece-meal, fragmented effort that has traditionally characterized educational practice must give way to a more orderly, systematic direction for educational improvement.

I happen to agree with what Hope Kading said last night of the foolhardiness of serving only those students who range from five to 18. I frequently remind myself and the staff that the title of my office is State Superintendent of Public Instruction; and I see nothing in that title that restricts me to a captive audience.

Generally, I subscribe to what Ken Hansen has written on the back of the program in terms of defining community education, but perhaps it would be better if we changed the name from community <u>education</u> to community <u>involvement</u>. We have to be careful that we don't forget the involvement of each individual as we talk about community involvement. Communities are, after all, made up of individuals; and, as Dr. Sponberg said this morning, we can't forget the importance of the one-to-one. Dr. Sponberg indicated that he was not hung up on process or program, and I am. In fact, I think that is the problem in community education currently. We are hung up on program, and we've got to get something done on process. I worry about the process because the process we use will determine how well we get them to come in. You know that as well as I do. They aren't going to come in if we continue the same process that we now have. They don't now; why should they later? So we have to change the process. Our process in the past has been geared to keeping the parents and the community members out of the schools and that process has worked very well; but that process has to be reversed so that the outcome can be reversed.

The school districts of Utah already have the authority to establish community education. As far as I know, we've had that authority ever since Utah got people. Part of the reason is that we operate from a philosophy that if the law does not prohibit it, we can do it. We don't ask people to pass laws to allow us to do things. We operate through the other point of view: If the law does not prohibit it, we can do it. And what we need to do in Utah--and if you have a similar circumstance, I would recommend it to you--is to move from Minzey's comfort zone to the gray area that provides for full community involvement. We need a mechanism and a model and a number of demonstration areas in the State to show that involvement of the people is in the best interests of the schools and in the best interest of the people themselves. Community education should not be an educational program that is separate and apart from the educational program. Hope Kading said last night that we have resources out there waiting to be used, and we do; but the custodian still owns the buildings. The only part that he doesn't own is the gymnasium because the coach owns that. And we lock the doors at 3:30 when the kids leave. We say to the parents, "Why aren't you interested in what's going on in the schools?" We lock the door, and I've seen many doors locked with parents standing on the outside pounding, wanting to get in; then we say to them that we want to involve them. They are just not that gullible. They know that we do not want them there. Community education wants them there. If you want community education, that's the job you have to do. Provide a mechanism that would involve the people in self-determination; then let the schools serve their needs.

Dr. Walter Howard
Texas State Department of Education

I come before you as moderator of the panel and not as an expert in community schools or community education. There are plenty of experts on the panel. In fact, the combined expertise we have on the panel would make a tremendous bundle if packaged and sent into any local situation to initiate community schools and community education. We have done some work in the area of community education in Texas. Our Board of Education and the staff wrote and rewrote the position statement that was finally adopted and supported by the Board. We are rather proud of it because it represents their commitment to community schools. Let's read one paragraph to you out of that statement:

> *In order that this most basic concept of community school service can achieve its fullest potential and in the interest of committing the public education system of Texas in full partnership with other units of state and local governments and the citizens we serve, we, the State Board of Education, reaffirm the traditional role of the public school as a community center for people of all ages. We challenge the administrator and staff to work in full concert with other community institutions and neighborhood residents to provide or support the provision of the total range of educational, social, and recreational services and activities appropriate to the needs of the community and the resources of our society.*

The statement does lend a great deal of support to anyone who is trying in local settings to encourage the community or the school to work on or with community school concepts. It also is a very serious commitment on the part of our Board which gives us guidance as a staff.

Charles Porter
Director: Community Education Center, Colorado State University

Today I want to talk about how you can get community education off the ground in a school district. How do you get up in the air? We get men on the moon; we have satellites in the sky. Let's assume that we are trying to get community education off the ground, and our pay load up here is the community schools--that's the delivery system. How can we get it off the ground? There are several booster rockets that we are going to have to have. Number one, we're going to have to have someone with the idea. The local leadership has to be exposed to community education and know about it. Perhaps someone goes to a national workshop, returns, and says, "Hey, I want us to do this." That's number one. The school board also has to be committed to it. They just can't

give lip service. If they say, "Hey, we're in favor of community education," then their building policy should reflect that resolve. The school board must provide the climate.

Another important booster rocket that must get off the ground is an advisory council. The community school director should have local input from people right there in the neighborhood. We'll reserve our discussion of the function of an advisory council for a moment. If community education is going to get off the ground, it also must have a community school coordinator. A teacher has a full-time job; a principal has a full-time job; a superintendent has a full-time job. Who's going to go out and identify the needs and wants of people? And who's going to identify the resources and bring them together? You can't really have community schools without hiring a community school coordinator. It's a new kind of position. A coordinator may teach half-time, and devote his other time to community ed, or he may be a full-time community ed coordinator. That's another very important booster rocket. The other personnel--the teachers, custodians, the gal that answers the phone--all those people need to know what community schools and community education are because they can make or break the program. For instance, the janitor can say to people who come into the building, "I don't know where anything is. I just sweep the floor." Or he can have the attitude, "Hey, I'll show you where. Come with me." Those auxiliary personnel are very important in getting a booster rocket off the ground.

Of course, once you get started, you have to come up with some new programs. Some new activities have to take place. You can't just talk about process; you have to have programs. You have to get people into the schools. You have to get them involved.

Determining the function of the advisory council is a major problem which will arise before the community education program can be established. It's easy to get advisory councils started but what do you do with them once you get them? I've developed a kind of simulation game that prepares advisory councils and educators to implement community ed. First of all, a council has to know what you mean by community education, community schools. So, together with the council you need to determine a philosophy. Everything else should be based on that philosophy--your activities, your building policies, etc. Once you have a philosophy, then you must go find out what the needs and the wants in your community are. You can learn about the programs in Flint, and some other places,

and you can start with those; but sooner or later you have to discover what people want in your community. So that means you have to go out and knock on doors and ask questions. Once all these needs and wants and ideas are determined, then you should put them in some kind of priority. Then you can begin to talk about leadership. What kind of a community school director or coordinator do you want at that building? What kind of quality, what kind of skill? You can talk about technical, human, conceptual skills, etc.; but advisory councils ought to be involved in these discussions. It shouldn't be school boards that say, "Hey, Johnny, you are going to be the community school director." The citizens ought to have some part in deciding who that person should be. Finally, you need to establish some objectives for this year's program based on the needs and the wants of the community--some measurable objectives. We said we wanted more involvement in our schools. Did we in fact have senior citizens involved? Did we have pre-school programs? We have our philosophy, we have some objectives. Finally, let's implement something. Let's go out and find facilities to use. It may not be the school's facilities. It may be the church over here. It may be the Union Hall. But let's find the facilities. And let's find the money. There's all kinds of money in the community if we're committed to finding it. Did you know, 7-11 Stores sponsor community schools? They contributed $5,000 for community schools. Advisory councils need this kind of process. This kind of simulation game may help them identify their function and purpose in community education.

Dr. Joe Nielson
Utah State Department of Education

We've been evolving. Someone said, "Why don't you just kind of hit gut level and let some of your mistakes show as well as some of your strengths." Well, we started out from an adult education mode. That is, I was attached to the State Adult Education Director, a very fine, competent gentleman who when he first thought of community education thought of getting a lot of adults involved. Our first full-time training director at Brigham Young University was a recreator, and when he first thought of community education, he thought of a whole bunch of activities and programs happening for people in their leisure time with the school as a base. Among those two gentlemen and myself, fresh out of the university, we began to implement what we thought community education was. Interestingly enough, within several months the adult educator began to conceptualize that community education involved children, youth and adults, and not

just more adult basic education or general adult education for high school completion. Within the last year, the recreator has been talking processes with public involvement and after-school programming modes.

We have adopted this so-called mainstreaming concept that in fact the principal and the superintendent are prime community educators. They are a catalyst to allow schools to be used as community centers and to get a continual needs assessment and program development to complement a needs assessment which is at the heart of community involvement. We now define the need and we hire the teacher. We give him a 9½ or 11 or 12 percent increase, and we don't fire teachers. There are now 166 community schools operating in Utah.

What we've done in Utah is to allow prime administrators to gain the concept which have encouraged them to develop community education. Now, we've caused many role upsets with many agencies--such as division of aging, employment security, continuing education. Over 300 of these agencies are involved with us. When we said, "Look, come on in," their response was, "Oh, Joe Nielson and those community educators are going to coordinate me and I'll end up working for them and we'll be under the public school umbrella." Well, through a Governor's Task Force that reaction has been partially quelled. They realize that "come on in" doesn't mean domination over them but assistance which enables them to reach a greater audience with more services.

These are some of the growing pains. Utah was the second state to have legislation on community education. We're the first state, if I'm an example, to admit that we don't have the answers. We're still struggling to get them and I think that that is where our strength lies.

Mr. Tom Richards
Director of Community Schools, Boise, Idaho

Each one of us regardless of what our role is in community education needs to assess what we are willing to make as a sacrifice towards community involvement and the developmnet of community education. We all need to face the fact that there is some sacrifice involved. If we are a principal or a superintendent of a local unit or in a statewide area, or a local school board individual, no matter what our role involvement with community education is going to be, it is going to demand some self-sacrifice, either through time, additional time, or changing some of our prior concepts. It's going to change our life style and our behavior and attitude towards others who have prior to this time, not been involved in

education. We can no longer economically afford to tell the world, "You're on the outside; we educators are an island. Come and see us when you have a youngster." It will require some sacrifice, and one of the most difficult things for any of us to sacrifice is long-held beliefs.

Each of us faces an economy-minded society; and certainly in this day and age of inflation, it is probably one of the predominant factors we must all face. But when we speak to the businessmen, community educators have a very valid point. For instance, a businessman says, "That's more of my money going down the tubes. You had to put on an extra custodian last week; you wore more wax off the floor; you've burned more electricity, and there go my taxes."

To the business community you can say, "Yes, and where did Boise, Idaho's community schools buy 17 tons of clay last year? From your local community. Where were the textbooks purchased? Where were the typewriters purchased? Where were the pencils, the paper, the archery materials, the paint, all of the materials needed for a community school program purchased? That's money in the businessman's pocket. It returns and builds the economy of the community."

Community education is important to business in another way. If a person is restricted in his occupation and knows that he has reached the limit to which he is going to gain professionally for the remainder of his life, he is frustrated with himself. The benefit of community education is that he can participate in a program of his choosing. This is the most viable point of community education, even more so than economy. Two years or three years ago when we started the local programs in Idaho, if someone had said to me, "Tom, one of the demands in Boise is for Hebrew classes," I would have probably asked him if he had been down to St. Michael's at St. Al's Hosptial recently. That's the ward where they check your stability. But since that time, it has been proven to us by the community that Hebrew is a needed and an enjoyed activity. During the past three years, we have developed beginning, intermediate, and advanced Hebrew classes taught by a Mormon. That is a very fine example of community education and what it can be. Each one of us in dealing from a professional view of education must not allow ourselves to determine what community education should be. It is always going to be crisis-oriented because it's people-oriented, and you cannot predict the needs of your community.

The federal government should not be the primary source of funding for community education. It needs to be multi-funded. It needs to have some dollars from the federal level, some dollars from your state level, some dollars from your County Commissioner or your county structure, some from your city fathers,

and last and certainly most important of all, from the school districts. Federal involvement gives everyone a chance to see where their tax dollar returns for their use, and it also makes the federal government more aware of the concepts; but that type of funding should be very limited, to 10 or 15 percent. State Departments are the key to long-term, permanent, well-conducted community education programs and offer the most viable way of implementing community education throughout the State. If the county participates, it encourages county participation. And obviously it is necessary to have funding from the city because community education is not necessarily limited to what we have historically thought of as educational in nature. I don't think I need to elaborate on why it's necessary to have funding from the local school districts. Without that funding you have only token participation and support. It has to be an in-out, flexible operation if it's going to be an effective community education program.

Mr. Ed Thorne
Assistant to Director, Secondary Education, Flint Community Schools

Without Mr. Charles Stewart Mott and Mr. Frank J. Manley I wonder if we would be here today talking about community education. I started in community education in Flint, Michigan, in 1956. I knew nothing about community education. I went there for the money; they paid more than my coaching job down in West Virginia. But very quickly I became a part of a movement, and I'd like to share a few experiences with you this afternoon because I really view what you're doing here today as sort of like the pioneering days, so to speak, when community education was just getting started in Flint, Michigan. In 1935 Mr. Manley, who was Director of Physical Education in Flint, was concerned about juvenile delinquency. He thought that if the school facilities and the gymnasiums were opened up, we could really alleviate that particular problem. So he went to the Flint Board of Education and proposed his solution. At that time they thought that he was crazy. Later he spoke to the Rotary Club, and it just so happened that Mr. Mott was in the audience. Mr. Mott was quite impressed with this young man and invited him over for tennis. After their discussions, why Mr. Mott went to the Flint Board of Education and recommended that they open up the facilities. They thought, then, that it was a wonderful idea. So when we hear the question, "Well, how do we get community education started," there are all kinds of ways to get it started. That's just one way.

Anyway, we got the doors open, the schools open, the youngsters came in, and everybody was happy. There was one problem, however. Juvenile delinquency kept right on increasing. In trying to figure out what was wrong, we came to realize only a few people were actually involved in community education. We decided we had to take a look at the whole individual, at his environment, his educational process, his home, his health, all of him.

Around 1950 or 1952, we decided what we needed was a person who could concentrate his efforts solely in working in a community, one who could be the catalytic agent to bring together the resources of the community to attach the multiplicity of problems. So we hired our first full-time community schools director in Flint. Freeman Elementary Community School became the first community school in Flint. Lo and behold, all of a sudden people elsewhere in the city asked, "What's going on over there? Look at that nice plant they have over there. Why can't we have these kinds of activities and these kinds of programs?"

The reply was, "You can, but it's going to cost some money."

Ever since that time Flint has never lost a millage. The sense of belonging, the identification, is apparent in Flint today. When you ask someone where he lives, he never says, "By Jake's Bar on the other side of the B&O Railroad train." He identifies the school nearest him, and he's proud of it.

When I arrived in Flint, all excited, they gave me the keys and said, "You're a community schools director. Go to it, boy." That's what I did, I went to it.

Finally, some educators came along and said, "I hate to say this, son, but you're all messed up." When I asked what was wrong, they said, "You don't know the process." Anyway, what we did find out is that we were basically a recreation program, probably strictly a recreation program. We got people in, believe me, we got them into recreation programs, we got them into enrichment classes, we got them into high school classes, basic, adult education. Soon we began to discover that we had to expand ourselves, we had to broaden our scope. We had to look ahead.

Mr. Manley was our salvation. Believe me, you missed out on something never having the opportunity to work with this gentleman. Talk about a visionary. Talk about a disciple. Talk about commitment. Flint was an industrial community of 200,000 people. The problems that they had there. The things that they were going through. You should have seen the battles that he

fought to get where we are. He would say, "Fellows, all we have to do is get that first olive out of the bottle." And his very expression was, "We're on the five-yard line now. We have to get across the goal line."

You and I both know we're never going to cross that final goal line. There are too many challenges. There are too many things ahead of us. You're in that position right now. You are there getting ready, as the one gentleman said, "to go into the gray area." You might as well jump off and get in there, into that gray area. We finally found out that strictly recreation programs are only a means. Classes are only a means. You don't go into any community and say, "We're going to have community education because now we can pass bond issues." A lot of people have done that. They say, "We need this so we can get money." If you go in there with that preconceived idea you are in trouble, believe me. You are there to serve the people. You must involve people and have people participate in your programs. You must give them a sense of direction. And by all means, all of you collectively together, you must determine the direction you're going in and for what reason. We've been through that period in Flint and we can be proud of what we have. If you are going to establish a program now, look at what you're doing, plan, organize, try to develop goals and objectives. These are necessary ingredients of community education, but believe me, once you get involved in this movement, you become a disciple.

Mr. Ben Martin
Director, Community Education, State of Nevada

There's all kinds of ways that people get into community ed and this leadership role. My appointment is through the community college, through the University of Nevada System. I happen to work for a boss who really is a community educator, one who knew Mr. Mott and Mr. Manley. He came up through Flint. He moved to the Nevada Community College System and developed it in three areas. He feels, and I feel, that the community college concept is one part of community ed. He really emphasizes the fact that if you don't care about people and you don't care about what they do or where they're going, you shouldn't be involved in the community college. It's not the place for you. He also feels, as I feel, that one of the things we overlook sometimes is building an education climate. You can build that when you allow people to lift themselves a little bit. You can articulate a secondary program with a post-secondary program and really help to build a university program.

One time I met with the Graduate Council at the University of Michigan and indicated we wanted one course. They said, "You can't teach the course because you don't have a Doctorate." Through the intercession of the vice president of the university who put the course under his name, we finally got the course, I taught the class. This is the kind of struggle we've had but I think there's real progress being made. There are now 42 colleges and universities across the country instituting community education programs. We think that is progress, and eventually in the next three to five years, you are going to feel the impact of it.

RESPONSIBILITIES OF LOCAL SCHOOL DISTRICTS IN IMPLEMENTING COMMUNITY EDUCATION

Mrs. Helen B. Harris[8]

(The following warranted insertion into our report--Editor)

Two women met each other on the street. They hadn't seen each other in a long, long time. The first woman went into a barrage of comments, bragging really, about what she and her family had accomplished over these years. She said, "All my children are just beautiful. They have done this, that, and the other thing."

And the second woman said, "Fantastic!"

Then the first woman said, "Oh, and my husband is just doing beautifully. He has expanded his business, etc., etc.,"

And the second woman said, "Fantastic!"

Then the first woman elaborated upon her educational accomplishments. She had gotten another degree, etc., etc.

The second woman said, "Fantastic!"

Finally, the bragging woman got around to saying, "And what have you been doing?"

The second woman quietly replied, "Well, I've become a naturalized citizen since last I saw you, and one of the things that I learned in my classes was that instead of saying *bull shit*, I should say *fantastic*."

Several weeks ago, the New York Times, in its business and finance section, carried an article entitled, "Why Greenspan said 'Yes'." It was a rather in-depth look at Alan Greenspan, a 48-year old economist who heads a consultant firm housed high above Manhattan's financial district, Wall Street, and who had recently been nominated Chairman of the Council of Economic Advisors. I refer to the article because I want to draw some parallels today as I address the topic listed for my presentation, namely: "Responsibilities of Local School Districts in Implementing Community Education."

The Times article referred to Mr. Greenspan as a "hardliner" in his view of the national economy, one who believes that a few constructive years of subnormal growth may be necessary to shake inflation out of the system. Mr. Greenspan states, "It will take leadership. It will take commitment. It will take pain." Mr. Greenspan wants

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the government to stop its "orgy of short-term solutions...which end up with a long-term sting." Referring to his own track record in forecasting the economy, Mr. Greenspan admits he scored low on predicting the growth rate of the early 1960's and low again on the inflation that followed. Mr. Greenspan admits, "The economics profession has oversold its capability." I don't want to belabor the Times article, but I did want to quote from it in order to draw some significant analogies that are apropos to my topic this morning.

The year 1972 was one in which both the Mayor of the city, Honorable Francis E. Limmer, and the Board of Education President, Steve Cenko, expressed hope for checking urban problems that were evidencing themselves in Flint. They believed that conditions and attitudes, common to urban areas, must not be permitted to reach unsolvable proportions in our city.

On May 25, 1972, the Flint Board of Education announced an end to the dichotomy. "In a general sense, public education has two kinds of broad objectives," the Board said. "Those concerned with the development of individuals to the limits of their capacities and those concerned with the development of the community to improve the quality of living therein." The Board's 1972 statement added:

> *The two objectives are interdependent. The development of individuals assuredly contributes to the betterment of the community, but one of the important experiences through which the individual may be developed is through involvement in action on programs for improving the community.*
>
> *Certainly, our community school concept has recognized this interrelationship, but our approach to the concept has been one of...two separate divisions.*
>
> *There is a need to bring about a true and complete integration of the two divisions, a unification process for a more effective concentration on the two objectives.*

Key to the School Board's decision to unite the Mott Program and the K-12 division into one division (soon thereafter to be called Community Education Services) was its concern over "the myriad of social and economic problems that have brought the demise of other cities." A single superintendent of community education, Dr. Peter L. Clancy, was charged with the task of unifying the Mott and K-12 divisions, making the community school program an integral part of the school system's educational program by taking it out of the supplementary role it had been playing. The Board said it expected no "revolutionary changes," but it did expect Dr. Clancy to redesign a new model that "will carry out the two objectives--the development of the individual and the development of the community--".

In 1972, the School Board's president said in a statement about the schools' endeavors, "As the schools go, so goes the city." On the surface, the statement

appears brash and presumptuous, as though the school system is taking the paramount leadership role in the city, relegating to lower priority what many believe to be its only true purpose--its scholarly function--and "muscling" in on the structure and dynamics of local government and its legislative affairs, concerning itself too aggressively with social and economic improvement. But one cannot dismiss community conditions and needs as having little pertinence to the major public education institution in Flint. One cannot dismiss nearly 44,000 children and young people, drawn from those community conditions, as needing only a scholarly approach to learning and understanding. One cannot dismiss nearly 3,800 school employees as needing no awareness of the problems and conditions facing those students every minute of their young lives away from school--and in school. And one cannot dismiss the school board as an agency functioning entirely by itself, with no relationship to the maelstrom of needs, problems, challenges and crises that seem almost symptomatic of our urban community. And one cannot dismiss the fact that the problems of the city surround our schools, and cannot be shut out. The problems are humanistic in nature: poverty, crime, delinquency, drugs, inadequate or despicable housing, racial and ethnic tensions, social class prejudices, ecology issues, and problems which can properly be labeled urban--complex--intertwined.

The approach to community education is evolutionary. One has only to look at the development of community education in Flint over a period of some 39 years to see this verified. Flint did not, in 1935, have the scope of programs, services and facilities it now has. For example, it was a full 15 years <u>after</u> Charles Steward Mott made his first grant to the School Board that the Board began a <u>large scale building project</u> that incorporated <u>the needed space for community education as it had been envisioned</u>--a <u>program approach</u>. Now, 28 new schools later, a process approach is emerging, born out of a 1972 look at urban Flint.

To explain this approach, a comparison is in order. Community education was born in Flint in 1935 to give restless young people an opportunity for supervised recreation. Some called it Flint's own youth approach to the "New Deal." It worked and as it was accepted, it grew, paving the way for a continuing array of programs and services, all attempting to meet the needs of people--as expressed by people. Perhaps the 1972 commitment may be labeled, "New Deal Revisited." The Board's long partnership with the Foundation and experience in community education had already given the system a head start in <u>mobilizing</u> the leadership needed to improve the quality of life in the city.

As a School Board, we are attempting to develop a more systematic means of communication--two-way communication. We are encouraging greater community involvement in the schools through individual community councils, an advisory council to the Board, and cooperative efforts with agencies and organizations. Two-way communications with people and institutions is important. It is important for the Board and educators to know attitudes and problems outside the framework of our schools' operation, to know how those attitudes and problems are reflected in the children and people whom we serve, how and why the people view their schools in particular ways, and how we may better serve the educational needs of people while at the same time play a significant role in shaping a better community in total.

As a School Board, we are not giving lip service to all of this. We've come a long way since the Spring of 1972, and if you came to Flint, you would see some tangible evidence of just how far we've progressed, just in the school community advisory council approach alone. In regard to the councils, let me quickly and chronologically take you from their conception to where we are today.

*In September, 1972, the School Board's Community Relations Committee recommended that a citywide task force be appointed to develop guidelines and a format for the development of a community council in each Flint school.

*In October, 1972, the task force was formally organized. It was made up of parents, citizens-at-large, teachers, school principals, community school directors, high school students and central office administrators, with an equal balance between the number of professional staff members and the number of other members.

*The task force concluded its work in January, 1973, and made its recommendations to the Board's Community Relations Committee.

*The following month, the Board of Education accepted, with only minor changes, the recommendations, publicly adopted them, and directed their implementation in each school at the start of school in September.

*In April, 1973, the Board established two additional components to its plan for systematic improvement of community involvement. First, it established a citywide citizens advisory committee to facilitate direct communication between the Board and the representatives from its 57 school community advisory councils. It recommended that each community council's chairman or his designee be a member of the citywide committee, and that up to six additional representatives from the community at large be

appointed to this advisory committee. The citywide committee meeting with the Board once or twice each semester serves as a sounding board to enable the Board of Education to directly sense the pulse of the community with regard to educational aspirations, innovations, finances, curricula, school facilities, personnel, instructional and pupil-relations problems, faculty recruitment, and other areas of concern.

*At the same time, the Board also directed the superintendent and his staff to develop a formal structure whereby representatives of the major agencies and institutions which serve Flint can meet with the superintendent and members of the central administration on a regular basis to discuss areas of mutual interest. The intent here was to develop a structure to fulfill the important need for close cooperation and communication between some 250 agencies and organizations, which provide service and assistance to the citizenry of Flint and to foster the kind of cooperation and mutual understanding which is consistent with the goals of community education.

*The community councils, the citywide advisory committee, and the superintendent's select committee are all in the formative stages of development. We are nowhere near where we hope to be this time next year and in the years ahead. We view the councils as "gems in the rough." With some polishing, they hold potential for reflecting a better Flint and a better school system. I will never oversell the Board of Education's capability. "Potential" is a long way from "realization."

Under the old "program" approach to community education, the Flint schools still had dropouts; we still had academic and social failures; we still had an inordinate number of children scoring below national test norms; we weren't left untouched by the racial disorders of the 1960's; unionized teachers didn't pledge blind allegiance to community education when they took strike votes and "hit the bricks." Housing didn't improve; it got worse. Racial attitudes didn't improve sufficiently enough to prevent the movement to the suburbs. Anyone in 1974 who believes that community education programs alone are going to improve the lot of our cities, villages and townships, that community education programs alone are going to improve public education, is greatly overselling community education's capability.

One of our biggest challenges in Flint is convincing the public that we are "for real" as a school board when we constantly call for more public participation,

more public involvement in the process of community education. I can't avoid thinking of that challenge everytime I see the television commercial by one of the country's largest investment corporations, announcing "We're bullish on America!" The commercial begins with a longhorn steer waxing confidence as he parades along an ocean beach at low tide, sans bathers, of course. Soon, he is joined by other steers, and still others in sufficient quantity to make up a thundering herd. Now even though the believability of the setting leaves something to be desired, the concept sinks home rather dramatically. I submit that those of us who believe in community education had better be more bullish in our approach if we want to wake our communities from their "sleeping bear" lethargy, and we don't have to use a thundering herd of longhorns tearing up the beach to do it.

In public school systems, community education demands action by the school board if it's going anywhere. The school board must demonstrate to its staff exactly what its expectations are, and it does it by policy-making--policy-making born out of leadership, commitment, and, yes, often pain. Staff needs those guidelines, and it needs to see the board demonstrating its philosophy.

Earlier, I spoke about the Flint Board of Education's approach to the community school advisory council. Recently, another community involvement process was concluded with the setting of goals for the school system. For the first time ever, the Board asked its administrative staff, its school staffs, its junior and senior high students and the community to participate in identifying, ranking and rating common goals for the school system. The School Board demonstrated its interest and sincerity through a meeting with the citywide advisory committee and through personal attendance at faculty meetings at each of Flint's 54 schools. The experience was exhilarating and most satisfying. Most importantly, we now have a set of goals that are truly reflective of the community's thinking and of the staff's thinking. They are not goals imposed by the Board. The next step will be the participation of the school-community advisory councils in the development of specific objectives by the individual schools.

Everything I've said here this morning should not be interpreted to mean Flint has found a way to solve all of its problems. I didn't pass out rose-colored glasses as I began my presentation, and we never do that when visitors come to Flint to see first-hand what we're doing. The "long-term sting" of some "short-term solutions" is still being felt; but as the Board addresses itself to the long picture, we're expecting our top staff to think the long (and always harder) way also. The more the Board does this, and the more staff does this, the faster we're going to forget the sting and wipe out the community problems that plague us. 54

What we do in Flint is most important to Flint citizens. However, as I view the growth of community education nationally, and the role Flint has played in that growth, I know we will be watched carefully, and in many cases we will be emulated. So, in addition to our obligations and responsibilities back home, we have to continue to realize the influence we have, not only here in the far west, but in other areas of the country. We in Flint have learned from you and are continuing to learn. We all have much to share with each other, and to the extent that we share openly and unselfishly and honestly our communities, our states, and our nation will find true community education an important avenue for a better tomorrow.

REPORTS FROM SMALL GROUP DISCUSSIONS ON COMMUNITY EDUCATION TOPICS

Tom Richards
Director of Community Schools, Boise, Idaho

During the previous address, I observed some of you around the room and wondered if you were really going back to your communities or to your professional responsibilities with a better understanding of the role you could play in developing community programs. I refrain from using the word "community education" because it is now beginning to sound like a worn record to some of us. I would rather emphasize the role we can play. When I looked over the roster of those of you attending the activities of these past few days, I couldn't help but wish that each one of you would honestly sit down and try to evaluate what your role is, not how it's going to affect you, not "Is that going to create a new job?" or "Who's going to be appointed to this position on the staff?" or "Oh, my God, now I've got another responsibility, and I don't need any more work." I'm sure all of us feel that we have enough to do, but I hope you will go home and try to recall the importance Mrs. Harris placed on the role of each individual in community development. It is not a community education effort; it is a community effort. Your role is to identify what you can do, not who's going to have to do it or whose job it is, but how you can help make community education possible. It would be truly awesome, however, if everyone in a school attendance area showed up to take an active role in the school. Probably some of you would resign and enter a less demanding profession. But, I think that each of us in the world of education must honestly consider some change in what we accept as education and evaluate what we consider to be a community activity.

Jerry Thornton
Director of Community Education, Washington State Department of Education

Whether legislation is necessary will have to be a state-by-state determination. In the State of Washington, we felt that we needed to announce some specific legislation simply because in 1967 the Legislature mandated all adult education to the community college system, and there was some conflict at the outset when we tried to initiate some community education. From the State Legislature's standpoint, some legislation is probably necessary to lend some legitimacy to state support. Again, this is an individual state determination. The SEA's role as far as community education is concerned is to provide leadership, to provide some consultant services, to develop a case for community education, and to incur legislative action. The identification of a consultant is important and in both Utah and Washington we have con-

sultants at the State level who are partially funded by the State, partially funded by the Mott Foundation, and partially funded by Title V of the Elementary and Secondary Education Act.

A State Advisory Committee is also important. It should have a broad-based representation from business, from industry, from education, from recreation, from any organization which may have some impact upon education. A State Advisory Committee--or at least a Task Force at the outset--is necessary to develop a cooperative relationship among the state agencies, higher education, parks and recreation, office of community development, planning, budget, and the governor's office. If you have this kind of cooperative effort, then you lessen the concern that the public schools are horning in on the territory of another agency.

It is probably more important to identify some communities that are ready and willing to take the first step of turning themselves into demonstration sites than to superimpose models on a district-wide basis. It's good to have the theory, but seeing it in operation and talking to people who are sold on it really helps.

These are all things that the SEA can do. We don't want to get into the operational aspect of it because once we start doing that we begin to stereotype and structure to the point that communities begin to believe they can't operate a community education program.

Charles Porter
Director: Community Education Center, Colorado State University

Leadership in group councils, advisory councils, is very important. Mrs. Harris' illustrations kind of helped us along. There was a concern about not structuring things according to a given model. We shouldn't let community school directors come in and say, "Hey, this is the model for community schools. This is the way you must do it." Each community is unique and each model is going to be different. Let's not try to impose a given model on anything. Flint started with program and now they are back to planning and getting more citizen involvement. Maybe they've reversed the process there.

We were also concerned about the advisory council selection process. How should we select members? Should we have elections? These are the questions we discussed quite intensely, but we did not try to come to any conclusions.

Harold Goff
Idaho State Department of Education

In reporting about our group discussion concerning the financing of community education, I'm assuming that the other things you have learned will fill in the blanks of this brief outline. First, we concluded that community education should be set as a priority in order to secure financial support from state and local governments or agencies. If community education is set as a priority, funding could be secured from current resources, for example Title III of SEA, or from some other participating agencies and from the schools as well. Also, we could secure program income from services provided. Second, we talked about the coordinators and the resources available for payment of salaries if nothing else. The LEA should support at least 50 percent of the total it was felt; the remainder should come from other resources. The next item we discussed was setting planned objectives and evaluating the entire process. We concluded that entities already in existence could be brought together to assist in establishing the plan, setting the objectives, and making the evaluation. The next item, unification of programs, should follow a similar pattern. We recommend the development of a total program to unify efforts from different resources. This kind of program will mollify resentments at having responsibilities taken away. The next item, personnel resources, involves resources for training. Not only are resources needed to establish special training programs, but also to support personnel attending these programs. The next item we considered was to define a communication hierarchy. We recommend that the superintendent who is currently, in reality, the continuing education leader should remain so, and the program should not be fragmented. The coordinator simply draws resources together for the superintendent and the board. The last item we considered was to define the service areas. We concluded that, although principals are really the coordinators for the attendance unit, caution should be exercised in limiting to the attendance unit those people who might want to receive community school services.

This brief outline is merely intended to help you identify some of those things you need to do to finance community education.

Leo Lucero
Colorado State Representative

There are many concerns in community education. We have merely scratched the surface of some of these and of what the total concerns of higher education may be. We felt, in general, that most universities and colleges provide insufficient information about what they have to offer and how individual students can get there. We

felt that perhaps special efforts should be made to get this information out to all students, the rank and file, not just to those who have achieved higher grades in the high school classroom.

In general, we felt that there should be more services down in the lower grades. We felt that counseling for college shouldn't start in the high schools but rather the junior high level. Students should be formulating some ideas about what they want to do at this time, and the colleges should be coordinating their efforts with the high school and the junior high school counselors.

Our financing of higher education is going to have to be very seriously looked at also. The national trend, I understand, is that the students are no longer saying, "I want your B.A. or Master's Degree. That is really irrelevant. What I want from you is the course that is going to help me make a living. You go ahead and keep your piece of paper." We have had studies done for the Legislature that indicate that capital construction is something we should take a very serious look at. We don't need all these buildings because the trend seems to be choosing a course rather than a college. Adult education seems to be what people are talking about.

Last, but not least, we thought that teacher education probably needs as much consideration as any other area in our society.

Bill McDaniel
New Mexico State Department of Education

The major problem our committee addressed ourselves to was the problem of initiating community education programs in the local school districts. One of the areas that we covered in our discussion was the possible conflict between vocational-technical schools and community colleges, if any, in the school district. We concluded that, if properly channeled, the vocational schools and community colleges could perhaps complement the community education programs in the local school districts. We also discussed briefly the problem of the larger school district versus the problem of the smaller school district. As we are all aware, the problems in these two kinds of districts do vary, but there is need for community education in both the large school district and the small school district. We agreed that one of the prime requirements of initiating these programs in the local school district was the commitment by the local school superintendent and the board of education to the process of finding out what the needs were. We also considered the area to be served in the local school district, whether it should be the elementary school attendance area or the junior high school attendance area. It was pointed out that both areas

were utilized depending upon the needs of the individual community. In Las Vegas, for example, they use the junior high school attendance area because the facilities are better adapted to the needs that have been identified in their community.

CLOSING COMMENTS

Ed Thorne[9]

You've heard from civic leaders, you've heard from university officers, legislators, board of education members, community educators, leaders of State Departments, community college staff, and many others. Throughout these presentations I believe you have witnessed commitment and dedication in practitioners. Not only are they talking the game, they are doing it. Throughout this conference, there have been occasions when somebody has said, "Well, if we can just get those community college people on the ball. Maybe we should eliminate them." Somebody else has said, "The universities aren't functioning in their role," or, "The principals, they're the ones that are going to kill us." The problems of instituting and maintaining community education, as we have seen, are manifold. Despite the difficulties, when you get back to your particular communities, take what came out of this conference and make it applicable in your communities; then maybe we can create what someone said here, "individuals in partnership with their communities."

Why are we here? We are here because of people and our concern for human beings; and if we're not, then we might as well hop on a plane and head out, quite honestly. We are here to serve people, and I believe that we are in our roles to provide supportive services that are necessary to solve the problems of human beings. We are in a position to provide that kind of leadership.

If we honestly believe that the schools belong to the people and that the people must solve individual, community problems, then we are on our way to understanding the role that community education can play as a catalytic agent in providing the leadership and resources to help solve community problems through the utilization of community agencies and resources for a common purpose.

One of the leaders of the SEA made a statement which I would like to leave with you in closing: "People will support what they value." I think people will support something that they can see, touch, and feel, something that they are a part of. When people are involved in the planning, they're going to feel a sense of pride and a sense of accomplishment, believe me. What they need is leadership and what we all need is communication, especially with those little

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islands that you refer to as the people that are holding us back. We need to get together and plan, plan the direction that we're going to go. Whenever we used to tell Mr. Manley that we couldn't do this or we couldn't do that he would say, "You know, I don't want to hear your damn excuses; I've heard enough of those."

REGIONAL INTERSTATE PLANNING PROJECT SEMINAR

Boise, Idaho - August 12-14, 1974 - Owyhee Plaza

Community Education

CONFERENCE EVALUATION

1. Please check the state which you represent:

Arizona	3	Montana	5	Oklahoma	4
Colorado	4	Nevada	4	Texas	4
Idaho	2	New Mexico	5	Utah	1
Wyoming	5	Other (please indicate)	Washington - Michigan		

2. Which day of the conference do you believe was the most beneficial?

Monday 5 Tuesday 28 Wednesday 5

3. The conference presenters quite clearly explained the concepts of Community Education.

Completely Agree 14 Partially Agree 22 Disagree Completely ____

4. The conference presenters provided me with information and ideas which I will be able to use in my local setting.

Completely Agree 16 Partially Agree 18 Disagree Completely 3

5. The small group discussions provided me information and ideas which I will be able to use in my local setting.

Completely Agree 8 Partially Agree 21 Disagree Completely 2

6. I received the most information and ideas from (check one):

(A) 18 Large group presentations.

(B) 10 Small group discussions.

(C) 10 Informal interaction with other participants.

7. This conference (check one or two):

(A) 28 Made me more aware of Community Education than I have previously been.

(B) 3 Did not tell me anything new.

(C) 5 Was too philosphical

(D) ____ Was too practical.

(E) 1 (Not Applicable).

8. This conference (check one):

(A) 2 Was not well organized.

(B) 29 Was well organized.

(C) 5 (Undecided)

9. Please indicate those elements of the conference that you would like to see changed, eliminated, or expanded.

Comments: _____

_____

EVALUATION SUMMARY

Comments

Was disappointed that some digressed and didn't really talk on the assigned topic.

Was real happy to have been a part of this Conference. Should stimulate increased awareness, interest and support in ten states represented.

Well done, LaMar!

Well organized and implemented very well.

More time in action-oriented ideas. People need "mechanisms." Next time "insist" we have one Community College person from each state (10). Include Junior Chairman and Junior League--they may have children. Have a follow-up Conference with State Department officials.

Need more hands-on activities by those in attendance.

A slide presentation of organizational structure models would increase comprehension and show picture of action plan for beginners. Models could be distributed for later use by participants.

More small groups - More involvement of participants - Less large group meetings. Other consultants who were from the Community Education bag.

Expand on small group discussion. More input from those more directly involved in the process (not coordinators, but instructors-citizens-building principals, etc.)

Eliminate dinner meeting. The speakers talked in general terms.

The Conference was a good one. Are there plans to follow-up this topic? Is it a one-shot effort? The presenters well prepared. However, R.I.P.P. somehow should try to secure more participants who are enthusiastic, dedicated, and committed to the Community Education concept. I suggest that selected speakers refrain from making derogatory ethnic jokes. In 1974, astute educational leaders advocating the Community Education concept must not risk alienating anyone. Stereotyping any group might do this.

More advance information. Brief report of each state's plan (Initial). Future plans of R.I.P.P. regarding Community Education.

Bad jokes!

More small group interaction. We talk of involvement, but how do we implement programs from the grass roots areas?

Bad ethnic jokes. Especially enjoyed people who really tell the truth like Dr. Sponberg and Mrs. Harris.

I felt there was too much being "talked at" rather than opportunity to exchange concerns, solutions, etc.

The underlying theme of each speaker was "involvement," but we were lectured to with minimum involvement or opportunity. All speakers were well informed and informative--only a few were competent at communicating, motivating, inspiring.

We were talked <u>at</u> way too much--we really didn't accomplish anything until the small groups.

Received the most information and ideas from (specifically) Hope Kading, Walt Talbot, Harold Sponberg, and Helen Harris.

Very well structured.

Group conferences.

The food and food services were substandard.

Keynoter on Monday was excellent.

Better structure needed for small group discussions. This could have been beefed up to make it more effective.

Very good Conference.

I think a $7.75 banquet is not appropriate--regardless of who pays for same.

The theoretical construct could be graphically and definitively displayed.

Well planned and informative.

Conference well organized except for small groups on Wednesday. Small groups need to be better organized.

More input from people who have programs going at this time.

Specific goals might be set as to what will be the outcome of the Conference so that we don't leave with so many loose ends dangling--otherwise, a good informational Conference.

Too many speeches. Expand small group discussions--more feedback by individual states--their plans, actions, etc.

Liked Monday evening session, but not necessarily the banquet. Good length of a meeting.

I would like to see all elements expanded with an additional two days for the Conference.

Conference was satisfactory--small rap sessions were good.

This was my first Seminar and I have found it to be very beneficial and informative.